

### Appendix H-SCHOOL COVER SHEET - Transformation Model

<b>School Name:</b> Whitney Elementary School <b>Address:</b> 1219 Whitney <b>Memphis, TN 38127</b>	<b>District Point of Contact (POC)</b> <b>Name &amp; Position:</b> Jennifer Shorter  <b>Phone#:</b> 615-712-0658  <b>Email Address:</b> jshorter@tnasd.org
<b>School Number:</b> 901-416-3949	<b>Title I Status:</b> <input checked="" type="checkbox"/> <b>Schoolwide Program</b> <input type="checkbox"/> <b>Targeted Assistance Program</b> <input type="checkbox"/> <b>Title I Eligible School</b>
<b>Year the school entered Priority status:</b> <u>2010</u>	
<b>Principal's Name SY 2012-13:</b> Pamela McReynolds  <b>Phone #</b> 901-416-3926  <b>Email Address:</b>	<b>Waiver Request(s):</b>  <input type="checkbox"/> <b>Requested for this School</b>  <input checked="" type="checkbox"/> <b>Not Requested for this School</b>
<b>Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*:</b>  * Each year--not to exceed \$2 million	
<b>Pre-Implementation Activities Year 1</b>	<b>\$ 91,372.93</b>
<b>Year 1: SY 2013-14 excluding pre-implementation</b>	<b>\$ 408,788.79</b>
<b>Year 2: SY 2014-15</b>	<b>\$ 500,161.72</b>
<b>Year 3: SY 2015-16</b>	<b>\$ 500,161.72</b>
<b>Three Year Total Budget</b>	<b>\$ 1,500,485.16</b>

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated. Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Whitney Achievement Elementary School

Intervention Model: Transformation

Provide a minimum of two years of data where indicated.

Provide a summary and conclusion of the analysis of each area.

1. Student Profile Data (All enrollment data comes directly from the Tennessee Department of Education’s October membership files)	2010-11	2011-12
Total student enrollment	446	311
Grade level enrollment	PK-31	PK-27
	K-68	K-53
	1-59	1-52
	2-63	2-35
	3-58	3-46
	4-59	4-31
	5-58	5-36
	6-50	6-31
Number of students in each subgroup (List applicable subgroups below.)	W-4 H-9 B-433 A-NA ED- >424(TN reports >95%)  TDE does not report #/%SpEd or #/%ELL	W-2 H-7 B-302 A-NA ED->295 (TN reports >95%)  TDE does not report #/%SpEd or #/%ELL

Whitney Elementary, which serves predominately minority and high-poverty students, is one of eight schools within this feeder pattern to be categorized as a Priority School. Priority Schools are those schools that rank in the bottom 5% of schools in the state of Tennessee based on composite proficiency across state testing.

**Enrollment:** During the two-year period from 2010 to 2012, October enrollment counts at Whitney Elementary School declined, both overall and within each grade span. We have been informed that some of this variation can be attributed to TDE data submission errors, and in reality the year-to-year disparity in enrollment may be much smaller than this TDE membership data implies. To this point, we have found that reported ADM (average daily membership) for Whitney was 396 in SY 2010-11 and 369 in SY 2011-12. The high majority of students at Whitney have historically been both African American and economically disadvantaged.

**Mobility:** High mobility rates have impacted the capacity of instruction at Whitney Elementary. The persistent shift in population throughout the school-year has been a consistent problem. Mobility rates in the 2010-2011 ranged from about 24% students entering after the first ten days to about 37% of the population exiting the school after the first ten days in 2010-2011. Withdrawal rates show that about 7.5% of total student entrants withdrew over the course of the school year. In recent years, Whitney has performed research into the root causes of this high mobility and has worked with external partners to eradicate these issues or develop work-arounds that support family stability and fewer interruptions to student schooling.

We will need to strategically engage the community to determine the specific needs of our

Mobility (%) - Entrants, Withdrawals	7.5% withdrawal rate (452 entrants, 34 withdrawals )	7.4% withdrawal rate (447 entrants, 33 withdrawals)	student population. Current school data indicates that approximately 100 students zoned to Whitney opt out to other high-performing schools in the zoned area. The school will need to engage the optional population to assess transfers and to conduct exit interviews for all withdrawals. These actions are intended to regain the student population lost to optional schools.
Attendance %	93.3%	94.0%	Whitney will prepare staff to address the needs of all incoming students immediately by determining the appropriate academic instructional needs of students. Conducting diagnostic placement will align the instructional resources and staff to stabilize the mobility rate and improve academic outcomes of students. Further, establishing a safe, positive environment and strong culture of learning immediately is critical. This will ensure students are appropriately assigned to classes as well as provided intervention and support for immediate success.
Suspensions (#)	32%	54%	
Expulsions (#)	7%	13.4%	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate/Promotion Rate	Promotion: 100%	Promotion: 99.2%	

**Attendance:** The attendance rate is a key component of non-academic assessment. For the past three years, Whitney Elementary School has met or exceeded the NCLB target attendance rate of 93%. This is an area in which Whitney Elementary has consistently met TDE expectations.

**Discipline:** The percentage of students suspended one or more times at Whitney increased from 32% in 2010-11 to 54% in 2011-12. This is an area of concern. A deeper dive into this suspension data revealed a trend at Whitney that is consistent with national data; African-American males make up the majority of the pool of students suspended. We have also found that many of the same students were suspended multiple times, indicating that the appropriate behavior supports were not identified or implemented appropriately. We intend to implement positive behavioral supports, interventions, and incentives to reduce suspensions and keep students in classes.

Whitney *Achievement* Elementary will use a Comprehensive No Nonsense Nurturer (NNN) approach for student discipline. This approach focuses on building relationships, and implementing student supports verses the current Whitney model of out of school suspension. Weekly grade band teams will collaborate to develop individual student support plans that are aligned with ambitious academic and behavioral goals. The school counselor, social worker, teachers, administrators and other stakeholders will contribute on an as needed basis. The school will work with community organizations to establish mentors and surrogate parents for specific at risk students to support the individual student plans. The counselor leads in identifying community matches for comprehensive student support. Administrative staff will include two Deans who share the responsibility of

discipline, character building, and peer mentoring.

**Promotion Rate:** Although promotion rates are high, student academic performance data indicates students have not mastered the appropriate grade level content. The school will need to implement instructional supports such as extended day, tutoring, and extended year services to support the struggling students in mastering the coursework before matriculating to the next grade level. We will also end the practice of social promotion. Given the academic progress of the students at Whitney over the last several years, we expect that 10-15% of the student body will be retained in order for them to master the appropriate content and earn promotion to the next grade level.

2. Staff Profile Data

Principal

Length of time in position

Teaching Staff

Number of years experience in profession

Provide a summary and conclusion of the analysis of each area.

Pamela Reynolds has been the principal of Whitney Elementary for one school year. School leadership will be replaced for the 2013-14 school year once full interception by the ASD is complete.

There are currently 38 teachers employed at Whitney. See the table below for the basic demographic breakdown teaching staff.

Demographic	N	%
Female	34	89
Male	4	11
African-American	30	79
Caucasian	8	21
Advanced Degrees	23	60
Highly Qualified	38	100
Regular Education	31	82
Special Education	2	5
Support Staff Teachers	5	13

The academic staff is predominantly female and African American. The slight majority (60%) also hold advanced degrees in their respective certified teaching areas. All support staff teachers, with the exception of the art teacher, are also highly qualified.

The Achievement School District will require all current Memphis City Schools employees at all newly acquired schools including Whitney Elementary, to reapply for a position if they wish to remain at their school for the 2013-14 school year. The Transformation Model will allow for new and veteran teachers to be hired by the incoming principal to support and increase student achievement.

- 1. 1 to 3 N/A
- 2. 4-10 years N/A
- 3. 11-20 years N/A
- 4. 21+ years N/A

Teaching Staff  
Number and % of experience in the school

Specific data for teachers’ years of experience was not available to the Achievement School District. Other support staff and their roles are outlined below.

Staff	Role Descriptions
School Counselor	One full-time person who implements character education, anger management, gang awareness, and college and career awareness programs
School Psychologist	Evaluates students using multiple test to determine student achievement capacity and actual performance
Social Worker	Provides support services for students and families by connecting the school and community agencies to improve overall student achievement
In-School Suspension Staff Member	Provides in –house instruction for students who have received office referrals resulting an in –school suspension consequence
School Nurse	One full-time and one part-time school nurse who offer assistance to families in securing services which support educational needs
Instructional Facilitator	One full-time person who provides professional development on data analysis, curriculum implementation, and instructional strategies.

- 1. 1 to 3 N/A
- 2. 4-10 years N/A
- 3. 11-20 years N/A
- 4. 21+ years N/A

Teacher attendance rate

2010-2011

2011-2012

Teacher attendance rates were unavailable for ASD at the time of this application. Whitney’s school improvement plan did not provide this

Teacher evaluation data by levels

	<b>2011-2012</b>
	Level 1 N/A
	Level 2 N/A
	Level 3 N/A
	Level 4 N/A
	Level 5 N/A

information.  
Teacher evaluation data by levels was unavailable to the ASD at the time of this application. Whitney's school improvement plan did not indicate this information. Additional factors preventing access to this data are the current school merger and no public provision of teacher value-added data by the TDE.

**3. Student Achievement Data**

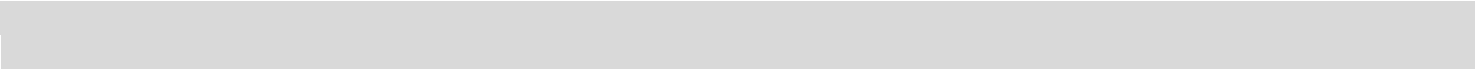
**2010-2011                      2011-2012**

Whitney Elementary’s historical internal goal was to increase student proficiency rates by 10% each year in order to reach 100% proficiency by 2013-2014. Overall, state data indicate that Whitney has not attained these target gains for all subgroups in Reading and Math. Whitney did not meet Federal, State or District AMOs in either Math or Reading/Language Arts for the 2010-2011 and 2011-2012 school years. Only 19% of students were proficient in reading and 18% in math for the 2011-12 school year.

A thorough examination of disaggregated data shows that the only applicable subgroups for tracking and comparing proficiency across years and subjects were African American, Economically Disadvantaged and Students with Disabilities. This is due to the TDE’s required n-count for subgroups, which must meet or exceed 30 students to hold schools accountable to achievement and growth targets.

Although there was a slight increase in TCAP proficiency across subjects from 2010-11 to 2011-12, students are still drastically behind their peers both in Tennessee and nationally. The instructional rigor of our transformation model will increase student proficiency to meet future. AMOs. The rigorous model includes 120 minute reading and 90 minute math blocks, access to two math and reading intervention classes for every student, and a consistent focus on improving teacher practice and Common Core instructional expectations. These rigorous elements supported the instructional focus in all exemplary and turn-around schools visited during the planning year of Whitney Achievement Elementary.

Reading/Language Arts



“Every test taker” (ETT) category	ETT: 12.2%	ETT: 18.7%	<p>Whitney demonstrated a 6.5 % increase in Reading/ Language Arts proficiency from 2011 to 2012. Tennessee sets target proficiency goals based on closing the gap between current proficiency and 100% proficiency by half over an 8 year period. This implies that Whitney’s goal would have been to increase proficiency by 5.5 percentage points. The school met this goal. However, Whitney’s internal goal was to increase proficiency by 10%. They did not meet this goal.</p> <p>The percentage of students scoring proficient or advanced on state testing in RLA for 2012 is still far below the state average and well below the 25<sup>th</sup> percentile. We intend to ensure Whitney meets a minimum annual increase in RLA proficiency of 8 percentage points, with a 5-year goal of increasing proficiency to 69% in 2017-18. Attainment of this 5-year proficiency goal will place Whitney above the 75<sup>th</sup> percentile when compared with the projected proficiency of all K8 schools in TN on the Reading/Language Arts TCAP.</p>
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	ED: 11.9%	ED: 18.7%	ED: Whitney’s economically disadvantaged subgroup demonstrated 6.8% gains in proficiency from 2011 to 2012 in RLA.
	SWD: 15%	SWD: 21.7%	SWD: Students with disabilities showed a gain in proficiency of 6.7% from 2011 to 2012 in RLA.
	Black: 12.3%	Black: 18.2%	Black: African American students demonstrated 5.9% gains in proficiency from 2011 to 2012.
	ELL, Hispanic, Asian, Native American, White: N/A	ELL, Hispanic, Asian, Native American, White: N/A	<p>Subgroup Analysis: All subgroups demonstrated an annual gain in proficiency of 6 to 7 percentage points in 2012. Students with disabilities were the highest performing subgroup; economically disadvantaged students (which are the high majority) demonstrated the greatest proficiency growth. This performance surpasses growth targets set based upon the previously described TDE methodology; however, proficiency growth was lower than the set AMOs of 10% gains. All subgroups are performing well below the state average and 25<sup>th</sup> percentile relative to all</p>

K8 TN schools.

School performance on value-added student achievement

Math: Status B, Mean Gain 1.1

Math: Status A, Mean Gain 3.4

Whitney's status on Value-Added school performance ranged from an A to C across subjects in 2012. Value-added performance improved from 2011 to 2012 in all subjects. Of note is that the mean gain in 2012 was negative in Science and zero in RLA.

RLA: Status D Mean Gain -2

RLA: Status C, Mean Gain 0

SS: Status D Mean Gain -0.9

SS: Status B, Mean Gain 1

Science: Status D, Mean Gain -1.5

Science: Status C, Mean Gain -0.4

## Mathematics

"Every test taker" (ETT) category

ETT: 14.1%

ETT: 17.6%

Whitney demonstrated a 3.5 % increase in Math proficiency from 2011 to 2012. Tennessee sets target proficiency goals based on closing the gap between current proficiency and 100% proficiency by half over an 8 year period. This implies that Whitney's goal would have been to increase proficiency by 5.4 percentage points in Math. The school did not meet this goal. Whitney's internal goal was to increase Math proficiency by 10%. They also did not hit this target.

The percentage of students scoring proficient or advanced on state testing in Math for 2012 is still far below the state average and well below the 25<sup>th</sup> percentile. We intend to ensure Whitney meets a minimum annual increase in Math proficiency of 8 percentage points, with a 5-year goal of increasing Math proficiency to 70% in 2017-18. Attainment of this 5-year proficiency goal will place Whitney above the 75<sup>th</sup> percentile when compared with the projected proficiency of all K8 schools in TN on the Math TCAP.



Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	ED: 13.9% SWD: 15% Black: 14.3%  ELL, Hispanic, Asian, Native American, White: N/A :	ED: 17.6% SWD: 21.7% Black: 17.7%  ELL, Hispanic, Asian, Native American, White: N/A	ED: Whitney's economically disadvantaged subgroup demonstrated 3.7% gains in proficiency from 2011 to 2012 in Math.  SWD: Students with disabilities showed a gain in proficiency of 6.7% from 2011 to 2012 in Math.  Black: African American students demonstrated 3.4% gains in Math proficiency from 2011 to 2012.  Subgroup Analysis: All subgroups demonstrated an annual gain in proficiency from 2011 to 2012. Students with disabilities were both the highest performing subgroup and highest growth subgroup; economically disadvantaged students and African American students demonstrated only 3-4% gains in Math proficiency. Proficiency growth across all subgroups was lower than the set AMOs of 10% gains. All subgroups are performing well below the state average in Math and 25 <sup>th</sup> percentile relative to all K8 TN schools.
<b>ACT scores (if applicable)</b>	N/A	N/A	
<b>Graduation rate (if applicable)</b>	N/A	N/A	
<b>4. School Culture and Climate</b>	Provide a summary of existing status and current needs.		
TELL Survey Analysis	Opinion surveys were administered to three target groups at Whitney Elementary School. The groups consisted of teachers, students, and parents. The results were based on a percentage scale from 0.0% to 100%, with 90 to 100% being commendable, 80 to 89.0% being acceptable, 70 to 79.9% being of concern, and below 70% being unacceptable. The following are survey results:  <u>Teacher surveys showed:</u> Whitney's 2012 results indicate that an only 66.7% of teachers believe students come to school ready to learn, and only 88.9% feel safe at Whitney, while 100% feel the school building and grounds are clean. Based on data, it can be linked to a need for professional development around efficacy. Teacher accountability for student engagement and culture is critical in establishing an environment of high academic expectations. Therefore, Whitney Achievement teachers will complete a rigorous mission aligned interviewing and hiring process. Whitney will provide weekly, dedicated planning time and		
School Safety			
Student Health Services			
Attendance Support			
Social and Community Support			
Parent Support			

professional development for teachers to ensure that they are ready to meet the needs of all students, every day. Pre-term strategies will include efficacy professional development and home visits to establish relationships with students and parents.

Parent surveys showed:

TELL Survey results indicate that 100% of parents feel that their child is safe at school; 95.4% feel teachers are doing a good job, but an alarming 70% indicated that they did not volunteer at Whitney. The ASD believes that building strong parent associations is established by building capacity in parents and supporting their work.

Whitney Achievement Elementary will use an on the ground strategic approach to engage stakeholders during pre-term strategies. Volunteers in Service to America's Schools (VISTAS), VISTAS and ASD support team members, will serve as the initial coordinators and develop a plan for engaging parents and community. Long term Whitney will have a Parent Community Lab staffed with Community Outreach Coordinators and volunteers who will focus on engaging parents in the school community and providing the tools and resources they need to fully support student learning. Whitney will also begin a Parent Partnership Initiative that tracks the participation of each family to ensure that all families are participating and celebrated for their efforts.

Student surveys showed:

Based on the TELL results, 94.5% feel teachers are doing a good job, however only 88% feel Whitney is a good place to learn and even less 73.7 % indicate they enjoy school. The contrasting disparities between teacher performance and student satisfaction can be linked to the academic culture and lack of academic urgency from staff.

The ASD transformation model supports the actions that develop a culture of high academic expectations. Meaning, Whitney will foster both academic and ethical excellence. The school day will be extended from the current Whitney school time of 8:00 to 3:30, to 8:00-4:30 providing students with an additional 1 hour per day of instruction. Students will participate in daily enrichment activities aligned with the core curriculum, which links to increased student engagement and enjoyment of school. The culture of high expectations is supported with a robust administrative support system for teachers to ensure they are focused exclusively on improving their effectiveness and educating students. Additionally, Whitney will establish high ethical expectations for learning and achievement through shared values and relational trust, peer leadership, high student motivation and engagement, professional faculty, partnerships with families and quarterly community service projects.

Currently, Whitney Elementary School is diligent in maintaining a safe environment for our children, visitors, staff, administration, and faculty. Memphis City Schools' "Response Procedures and Guidelines for Emergencies and Crises Manual" is reviewed regularly by our staff and each faculty member is required to keep a copy of "Classroom Crisis Response Procedures" with them during the school day. This is a supplemental booklet designed to provide consistent emergency procedures across the district. In addition, we have designed and implemented an Emergency Crisis Response

Plan in which each faculty member maintains, in a folder, a list of emergency numbers for students, an escape plan, external meeting areas, and a list of persons responsible for each external meeting area.

Whitney Elementary has developed a medical plan which list children and staff with special needs, the staff person responsible for each child and all pertinent information regarding medical issues. Classrooms are equipped with a survival and first aid kit. Memphis City Schools provides a nurse one day each week to offer assistance with other medical concerns as they arise. Whitney Elementary also has an emergency response team trained in CPR and first aid. All staff members have been trained on environmentally hazardous materials.

Whitney Achievement Elementary will evaluate the current safety plan to ensure comprehensive effectiveness, perform all mandated drills and comply with all safety regulations and guidelines.

Having a safe, supportive, organized environment meets a fundamental human need. Whitney will build in additional supports to ensure the environment is safe, supportive, and organized, relational. Each morning the principal greets students and parents arriving to school. Students are dismissed from the breakfast to classes following a motivation chant. Lines in the halls with mascot stops promote a disciplined and organized culture and climate as student's transition. Teachers and support staff support building transitions by monitoring classes and/or hallways and stairwells. At the end of each day, the principal or designee provides quick shout outs via the multi-media system located in classrooms and common areas.

**5. Rigorous Curriculum-**  
Alignment of curriculum with state standards across grade levels

According to Whitney's current school improvement plan (SIP) the school uses district mandated curricula and instructional vendors to support student achievement. The following instructional practices are in place:

- Common planning is held weekly to analyze, and plan instruction based on data.
- Literacy instruction is 90 minutes and math instruction is 75 minutes.
- Targeted students receive 30 minutes of additional instruction using Voyager Passport.
- After school tutoring is available to students in grades 2 – 6, from November to April.
- Kindergarten through fifth grade students attends a 55 minute support class four to five times weekly. Support classes include: art, p. e., music, computer, and library.
- Grade level PLCs take place during student support classes.

Although these instructional practices have been in place for the most recent two years the impact has achieved minimal achievement gains. Whitney will need to implement a more targeted instructional focus that is aligned with state standards across grade levels. The Whitney transformation model includes the following actions:

Whitney Achievement will extend the literacy and math blocks from the current 90 and 75 minutes, to 120 minutes of reading and math instruction daily. In addition to extended core reading and math instruction students participate in two intervention blocks, re-teaching and tutoring daily.

Whitney Achievement will open the schools with aligned curricular and pacing guides for the Common Core standards. Teachers will complete four weeks of training inclusive of CC shifts and strategies, and engage in weekly targeted instructional coaching for sustained growth and development.

Students will complete Measures of Academic Performance (MAP) tests during the summer orientation and registration periods. Using MAP data we will develop student instructional plans for students in grades 1-5. The Strategic Teaching and Evaluation of Progress (STEP) Literacy Program and EnVision math curriculums will support instructional planning to aid in closing academic gaps in reading.

Whitney Achievement teachers will meet daily for common planning and data analysis. Lead planners will use backward planning to create thoughtful objective driven lessons and collaborate with team teachers. T3 leaders will review lesson and units plans weekly and provide teacher feedback.

#### Curriculum Intervention Programs

Whitney Elementary has utilized a variety of district intervention programs such as Voyager Passport, Reading First, Reading First Interventionist, Accelerated Reader, Renaissance and Discipline Initiative. Currently, Whitney uses many instructional programs in which data confirms that have been unsuccessful in improving and increasing student achievement.

Based on current results, Whitney has many programs that may not be integrated or targeted to significantly impact student outcomes.

Whitney will focus on identifying one to two high impact research-based instructional strategies, and educational programs that integrate and engage students. Two blended learning classes will incorporate computer based learning, and teacher directed instruction. Intervention will include DreamBox, Study Island, and Compass Learning. All classes will be supported with student computers, laptops, and iPads. All teachers will receive blended learning training during summer training to support the integration of classroom technology and establishment of intervention stations.

#### Enrichment Programs

Whitney Elementary had four students who are a part of the Children Learning in a Unique Environment (CLUE) program.

Based on the current data, Whitney students are not receiving quality enrichment programs that are integrated with core curriculum outcomes. The dramatically low number of students in enrichment can be linked to the high number of students who choose to attend optional schools. Additionally, the lack of enrichment programs affects the culture and climate of the school causing increased suspensions and high mobility rates.

Whitney's transformation model will provide enrichment programs for all students. Enrichment activities will be provided by Children in Harmony. All students will have an opportunity to engage in enrichment activities aligned to the core

	<p>curriculum. Children in Harmony will provide four-six enrichment classes such as art, music, dance, graphics and robotics. Enrichment instruction will be integrated with the core curriculum and culminate with quarterly exhibitions. These events will incorporate parent and student competitions to promote increased parent involvement.</p>
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
<p><b>6. Instructional Program</b></p>	<p>Whitney Elementary School teachers use an array of assessment tools to evaluate students' knowledge of specific objectives. Whitney Elementary students' assessments are aligned with Memphis City School's standards. These standards evaluate cooperative learning, group projects, computer based projects and group learning. Both formal and informal performance assessments are used throughout Whitney Elementary. The following assessment strategies are used by classroom teachers: Rubrics, Games / Manipulative, Cooperative Grouping, Curriculum Project, Computer Projects, Field Trips, Oral Presentations, Physical Education Tests, Renaissance Test Data, and Inquiry Projects.</p> <p>Currently, Whitney's instructional approach can be linked to compliance with district mandates. The broad approach implicates the inconsistent growth patterns.</p> <p>Whitney Achievement Elementary instructional program will focus on literacy. The goal of the 120-minute reading and 90-minute math blocks is to have all Pre-K -2 students on or above grade level by the end of year 2, and to close the academic gap of grades 3-5 by 2-3 grade levels in 2 years. The 120 minute literacy and 90 minute math blocks includes the core components of phonics, reading, writing, manipulates, math warm ups, whole and small group instruction. During late spring, the Instructional Leadership Team (ILT) collaboratively adopts the block design formats for the school. During reading and math blocks, teachers follow the school's adopted block plan. During each block, teachers deliver whole, small and individual group instruction. Every classroom establishes stations to differentiate instruction, based on the schedule of STEP and/or MAP assessments. Based on student data all staff members will push in during the reading block at Whitney. The purpose of the whole school push in is to strengthen the phonemic awareness of students in lower grades, further closing the achievement gap.</p>
<p>Planning and implementation of research based instructional strategies</p>	<p>Currently, the Whitney Elementary (SIP) indicates that teachers utilize proven research-based instructional practices that actively engage the students in the learning process and support students' needs based on a variety of data. Evidence of this is found in daily lesson plans and PLC's. The school implements instruction aligned with the Standard-based curriculum. Evidence of this is in PLC minutes, agendas, and daily lesson plans. Teachers were also provided ongoing</p>

job-embedded learning opportunities to improve their effectiveness. The school also encourages staff to participate in additional professional opportunities to further individualize professional knowledge. According to Whitney's school improvement plan, evidence of this is in the school professional development plan, professional development agendas, and professional development evaluations. The Title I addendum for Whitney detailed district required and school-level professional development opportunities, but Whitney's value-added scores in both Reading and Math are F's. A

Although Whitney's SIP provides general information about research based instructional strategies, the student outcomes are not indicative of effective implementation. The lack of effective or targeted instructional strategies can be linked to sporadic or isolated increments of growth.

A targeted approach to implementing and monitoring researched based instructional strategies will be needed to realize sustained growth across content and grade levels. By implementing the Transformation Model, teachers will have opportunities to participate in more individualized professional development as well as data-driven professional development that produce positive and sustained academic achievement for all students.

Whitney has established instructional expectations that are aligned with the Tennessee Effectiveness Measure (TEM). These instructional expectations push academic results in multiple ways. For example, all instructional communications incorporate TEM language to reinforce the tool as a measure of continuous improvement. Additionally, instructional expectations are monitored by all adults. The fidelity of practice is maintained through established systems and protocols for effective PLCs, instructional rounds, daily drop ins, classroom strategies, planning guidelines etc. A weekly instructional progress report highlights the fidelity and success of instructional expectations and is shared each Wednesday during professional development. The instructional expectations focus on planning, objective driven lessons, common core shifts, questioning, differentiation, cooperative learning, assessments, and closure.

#### Use of instructional technology

Whitney's district and school instructional initiatives include some technology such as Stanford Math and Study Island.

Based on Whitney's academic results the current technology does not yield the robust academic gains needed to reach the states AMO's.

Our goal will be to blend technology with the core curriculum, and build capacity in teachers as well as students. Two blended learning classes will incorporate computer based learning, and teacher directed instruction. During summer induction teachers will receive blended learning training to support the integration of classroom technology and establishment of intervention stations. All classes will be supported with student technology such as desktop computers,

laptops, and iPads, integrated smartboards, and student instructional software. Mastery Connect will be used in all classes to provide real time student data to more effectively drive instruction and impact student outcomes.

Use of data analysis to inform and differentiate instruction

Whitney's administration and staff use the following practices to align the data and goals. The following processes were used as evidence of the schools alignment:

- Data will be disaggregated – TCAP, Formative Assessment , DIBELS and Voyager Passport Benchmarks Assessments
- Communication concerning the data will be shared with stakeholders
- Plans will be created to align data with the goals- both district and state goals
- TSIP plan will be implemented
- Debriefing activities will occur as stakeholders collect, review, and share progress made towards the goals

According to the school academic results, data resources appear misaligned and maybe providing skewed information. The transformation model will examine the use of data sources and implement services of a vetted provider. The assessments will need to be aligned to state standards and provide exemplary disaggregation functionality.

Whitney will use data from ANet and MAP assessments to support targeted instruction, and individual student support. For K-2 students, STEP assessments will support student reading instruction. The cycle for data driven instruction begins with MAP testing during registration and orientation. MAP and STEP data is used to establish classroom groupings. In addition, support teachers are trained on data driven instruction and expected to maintain data for RLA and Math skills that are embedded in support instruction. An established school data room will have trackers, for all assessments. Teachers and students track formative assessments in the classroom. The schedule accommodates a minimum of 90 minutes of team data meetings each week. Following the ANet and MAP data cycles a full day is allotted for data analysis. All re-teaching is taught and reassessed on the same day.

Number of minutes scheduled for core academic subjects

The school year for ten-month teachers consists of 200 days: 180 days of direct instruction, five days of in-service training, two parent-teacher conference days, four administrative days, and ten vacation days.

#### **School Day:**

Currently, the Whitney school day begins at 8:15am and ends at 3:15pm.

The scheduling of classes includes all content areas: School-wide pre-K – 6 and special education classes observe a 90 minute block of literacy instruction daily. A 75 minute block of math instruction is conducted daily. Thirty minutes of literacy intervention instruction takes place daily for targeted students through Voyager Passport. After school tutoring is available to students in grades 2 – 6, from November to April. Kindergartens through sixth grade students attend a 55 minute support class four to five times weekly. Support classes include: art, p. e., music, computer, and library. Grade level PLCs take place during student support classes.

Based on Whitney's current student achievement, more instructional time is needed to close the achievement gap of all students.

Whitney's Achievement Elementary will extend the day by 1 hour (8:00-4:30) for all students. The additional time will support structured, data-driven, and individualized instruction designed to meet students where they are and help them move to proficient and advanced on state standards. The model also provides for additional teacher pre-term professional development up to 10-20 days per year. The extended day strategic scheduling provides students access, intervention blocks, re-teaching, and co-curricular/enrichment activities. Additionally, select teachers are scheduled for instructional coaching, mentoring, and developing of individualized student support plans.

## 7. Assessments

Use of formative, interim, and summative assessments to measure student progress

Whitney Elementary School teachers use an array of assessment tools to evaluate students' knowledge of specific objectives. Whitney Elementary students' assessments are aligned with Memphis City School's standards. These standards evaluate cooperative learning, group projects, computer based projects and group learning. Both formal and informal performance assessments are used throughout Whitney Elementary.

The following assessment strategies are used by classroom teachers:

- Rubrics
- Games / Manipulative
- Cooperative Grouping
- Curriculum Projects
- Computer Projects
- Field Trips
- Oral Presentations
- Physical Education Tests
- Renaissance Test Data
- Inquiry Projects

Although Whitney used multiple assessments, the current and past data indicates there is a disconnect between the assessment outcomes and the follow up-instructional practices.

The transformation model will focus on identifying students by name or number, who are experiencing difficulty and provide individualized supports aimed directly at addressing the deficient areas. Data analysis will need to link student outcomes to teacher practices and provide specific professional development to address those needs.



Whitney Achievement will use the Achievement Network for 9-week common assessment, the NWEA MAP test to measure growth throughout the year and Mastery Connect for 2-week interim assessment data. Teachers will use the immediate feedback to plan instructional next steps, and students will engage in peer and self-evaluations further impacting student achievement.

Timeline for reporting student progress to parents

Based on Whitney's school improvement plan their stakeholders are committed to preparing students to succeed and attain their dreams in a responsive learning community. Whitney will strive to collaborate daily, weekly, and monthly parent meetings with our parents and community to address student needs and different learning styles. Also, Whitney believes that they have communicated to parents about their children's academic and social progress, as well as, Whitney Elementary's performance levels in relation to the system, state, and nation.

Based on the data from Whitney's SIP there is very little parent involvement, or responses to academic progress. The results indicate that the lack of parent and teacher collaboration contributes to lower academic achievement.

The transformation model will need to implement calendared events in conjunction with progress reporting.

## **8. Parent and Community Support**

Social, health, and community services to students and families

Provide a summary of existing status and current needs.

Whitney's school improvement plans only identified school adopters and district health initiatives such as hearing and vision screens for students. To ensure that Whitney students receive additional health services, ASD will extend additional services such as health screenings and community outreach programs to support students socially and physically. LeBonheur currently provides services to our students on-site. Each student is provided with an annual wellness check-up of no cost to the family. Another local partnerships with S.A.V.E. enables our to students to not only get regular vision screenings at no cost, but also free corrective lenses (glasses)

Parent support to students and school

Currently, Whitney provides Professional Development for parents focusing on math and reading strategies. Based on the marginal turnout results more work is needed to address the support to parents and students.

Whitney will need to increase parent support to students by embracing their ideas through targeted initiatives. Whitney Achievement's extended day activities provide an avenue for connecting community partners, parents, and teachers through field lessons, student exhibitions, and performances. Whitney has partnered with Children in Harmony, a community-based arts company, to provide 4-6 rotational classes during the extended day. Partnering with Children in Harmony provides a direct link to community and it facilitates frequent visits from other organizations connecting resources with our student's needs services. To further push parent support, participation in some field lessons and class

trips include parent participation in order to fulfill the Parent Partnership agreements. Parent support is celebrated at weekly college community circle meetings and parent incentives are a part of school wide culture.

## ***2. School Improvement Plan***

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning document or one of your choosing.

### **Revised Tennessee School and District Improvement Plan Template**

The final plan should be no longer than **four** pages.

<b>Whitney Achievement Elementary School</b>	
<b>Tennessee Achievement School District</b>	
<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
<p><b>2011-2012 TCAP</b></p> <p><b>Growth:</b></p> <p>3-8 Math: Proficiency for the “All” student subgroup increased by 6.5% (from 12.2% to 18.7% Proficient)</p> <p>Subgroup Math performance: Proficiency growth across SWD, ED and Black students ranged from 6 to 7%; while our target proficiency growth is higher (and internal Whitney AMOs were higher), it is important to recognize that the performance of these subgroups was nearing the 8-10% target range.</p> <p><b>Achievement:</b></p> <p>5<sup>th</sup> Grade Reading: All &amp; ED Proficient: 23. All &amp; Ed Below Basic/Basic: 77%</p> <p>4<sup>th</sup> Grade Math SP ED Proficient: 29% SPED Below Basic/Basic: 71%</p> <p>4<sup>th</sup> Grade Reading: Proficient: SP ED Proficient: 29% SPED Below Basic/Basic: 71%</p> <p>5<sup>th</sup> Grade Math All &amp; ED Proficient: 28% All &amp; Ed Below Basic/Basic: 72%</p>	<p><b>2011-2012 TCAP</b></p> <p><b>Growth:</b></p> <p>3-8 Reading: Proficiency for the “All” student subgroup increased by only 3.5% (from 14.1% to 17.6% Proficient)</p> <p>3<sup>rd</sup> Grade Reading: Proficiency for the “All” student subgroup decreased by 2.9% (from 16% to 13.1% Proficient)</p> <p>3<sup>rd</sup> Grade Math: Proficiency for the “All” student subgroup decreased by 9.6% (from 26% to 16.4% Proficient)</p> <p><b>Achievement:</b></p> <p>The majority of grades across Whitney Elementary had only 12 to 16% of students scoring proficient or advanced on the 2012 state test in Math and Reading.</p> <p>3<sup>rd</sup> Grade Reading: All &amp; ED Proficient: 13% All &amp; Ed Below Basic/Basic: 87%</p> <p>4<sup>th</sup> Grade Reading: All &amp; ED Proficient: 12% All &amp; Ed Below Basic/Basic: 88%</p> <p>3<sup>rd</sup> Grade Math: All &amp; ED Proficient: 16% All &amp; Ed Below Basic/Basic: 84%</p> <p>4<sup>th</sup> Grade Math All &amp; ED Proficient: 16% All &amp; Ed Below Basic/Basic: 84%</p> <p>According to SY 2011-12 TCAP data, Whitney only had 4<sup>th</sup> grade SPED students for one subgroup. These fourth grade students outperformed all other</p>

	subgroups in reading 10 percentage points
Source of Progress:	Source of Challenge:
<p><b>Progress:</b> Proficiency growth across SWD, ED and Black students ranged from 6 to 7%; while our target proficiency growth is higher (and internal Whitney AMOs were higher), it is important to recognize that the performance of these subgroups was nearing the 8-10% target range. Students with disabilities in 4<sup>th</sup> grade outperformed all other tested grades in reading.</p> <p>Relative to Value-Added growth in Math, all grades demonstrated growth. The most growth was seen in 6th grade Math. Fifth grade was the only grade whose Math growth was not sufficient to actualize a three year average of one year's gain.</p>	<p><b>Challenges:</b> Whitney Elementary School data indicates students have consistently performed below the identified Annual Measurable Objectives (AMOs) of 10% gains in every subgroup over the most recent two years in Reading/Language Arts and Math. Overall proficiency across subjects and subgroups is also significantly below the state average and 25<sup>th</sup> percentile relative to TN K8 schools.</p> <p>The low percentage of student's proficient is alarming. It will be necessary to examine the root cause of the lack of proficiency while implementing a robust, rigorous, targeted approach to improve overall performance of all students. This will require individual, small group and whole group instruction aligned with the learning styles and needs of students; as well as strengthening teacher effectiveness in both content and instructional knowledge. It will be important to identify professional development for teachers based on student achievement results, as well as non-academic needs.</p>
Overall Achievement Goals: (Aligned to First to the Top Goals)	
<p>Proficiency goals reflect the mission to move Whitney Elementary from the bottom 5% to the top 25% of schools in Tennessee based upon the TN school success rate (composite proficiency score) within 5 years.</p> <p>The ASD has set proficiency targets for SY 2013-14 such that each school will move out of the bottom 5% with a minimum gain of 8 percentage points in proficiency across 3-8 RLA, 3-8 Math, 3rd Grade RLA and 7th Grade Math.</p> <p>Overall:</p> <ol style="list-style-type: none"> <li>1. Improve student proficiency in Reading and Math by 8-15% of students within each subgroup. Annual proficiency targets are based upon target percentile attainment relative to all TN K8 schools, with the 5-year goal of exceeding the 75th percentile.</li> </ol>	
Subgroup Goals: (List each subgroup individually)	
<ol style="list-style-type: none"> <li>1. The proficiency gap between Students with Disabilities and non-SWD will be closed by 6.3%</li> </ol>	

<p>annually. Proficiency goals reflect this gap closure target.</p> <ol style="list-style-type: none"> <li>The proficiency gap between African American students and All Students will be closed by 6.3% annually. Proficiency goals reflect this gap closure target.</li> <li>The proficiency gap between Economically Disadvantaged students and non-ED students will be closed by 6.3% annually. Proficiency goals reflect this gap closure target.</li> </ol>
<p><b>Achievement Gap Goal:</b> All Whitney subgroups (Black, SWD, ED) will demonstrate a 6.3% reduction in the achievement gap in grades 3-5 from the 2012-2013 student performance rates.</p>
<p>Other Required Goal Areas:</p>
<p><b>Goal # 1:</b> By the end of school year 2013-14 85% of students will agree that Whitney Achievement Elementary has safe and positive culture based on the ASD school culture and safety survey</p> <p><b>Goal# 2</b> By the end of the year, 80% of the teachers will increase by one step on the TEM rubric in efforts to support student learning</p>
<p>Key strategies to achieve goals:</p> <ul style="list-style-type: none"> <li>Implementing a rigorous data -driven academic culture</li> <li>Employing and developing exemplary teacher and teacher leaders</li> <li>Implementing systems of continuous observation and feedback</li> <li>Increasing parent and community engagement</li> </ul>
<p><b>Key Strategy 1: Implementing a rigorous data -driven academic culture</b></p> <p><b><u>Improvement Steps</u></b></p> <ol style="list-style-type: none"> <li>All students will take the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment, which is distributed three times annually and allows teachers to obtain baseline information and measure the growth of their students in winter and spring. MAP assessments will be administered in RLA and Math to support appropriate entry into the learning and to establish a baseline from which to measure and progress.</li> <li>All students participate in 120 minute reading and 90 minutes math blocks that incorporate whole group, small group and differentiated instruction for all students.</li> <li>Support classes for struggling students include Fountas and Pinnell one to one reading intervention taught by content specialist</li> <li>ASD Blended Learning Manager develops project implementation plan in summer of 2013. Two blended learning classrooms will focus on literacy and math content to build conceptual and analytical thinking.</li> <li>Parents and students attend orientation to understand new cultural norms, core values, and establish systems of accountability.</li> <li>Teachers and Community Partners will provide daily enrichment, remediation, and re-teaching</li> </ol>

based on student needs.

7. Daily common planning to analyze and implement instructional best practices that address the specific needs of students.

### **Key Strategy 2: Employing and developing exemplary teacher and teacher leaders**

#### **Improvement Steps**

1. Additional Common Core professional development to aid teachers in creating lessons that increase student analytical and critical thinking skills and evaluate the effectiveness of CC instruction in the school.
2. Daily cycles of informal observations and feedback to continuously improve teacher practice and increase student achievement.
3. Summer teacher induction will include 20 days of professional development to college going culture, improve teacher practice and plan and develop curriculum, and assessments.
4. A core group of teacher leaders will receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community.
5. Weekly common grade level meetings led by teacher leaders under direction of the Dean of Instruction to review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA utilizing *Formative Instructional Practices* to support general education, SWD and ELL learning; supported by technology as appropriate. Alternate weeks for each content area.

### **Key Strategy 3: Implementing systems of continuous observation and feedback**

#### **Improvement Steps**

1. Leadership team will update master schedule to include daily observation and feedback coaching sessions by grade band at spring leadership retreat.
2. Provide training on TEM instructional rubric during summer induction
3. Provide teacher training on the school wide instructional expectations and teacher strategies.

### **Key Strategy 4: Increasing parent and community engagement**

#### **Improvement Steps**

1. Conduct door to door pre-registration events in community during spring of 2013.
2. Develop Parent Partnership agreements, calendar of events, parent advisory team in spring
3. Secure 3-4 community adopters for the school

Key strategies to achieve progress for students with the greatest need:

1. Support classes will include Fountas and Pinnell one to one intervention support taught by course leader?
2. Extend school day providing more time for instruction, teacher development, enrichment and remediation.
3. Use comprehensive data analysis to track student performance and develop differentiated instruction and social support to meet individual student needs
4. Hire, develop and retain exemplary teachers and teacher leaders.
5. Develop Common Core Curriculum Maps, Scope and Sequence guides and common assessments.

Projected costs and funding sources for key strategies:

**Strategy 1** - Implementing a rigorous data -driven academic culture: **\$282,761.47**

**Strategy 2** - Employing and developing exemplary teacher and teacher leaders: **\$88,421.59**

**Strategy 3** - Implementing systems of continuous observation and feedback: **\$65,375.08**

**Strategy 4** - Increasing parent and community engagement: **\$63,603.58**

Allocation	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total
Dean of Instruction	25%	50%	25%		100%
Support Teacher	50%	25%	25%		100%
Support Teacher	50%	25%	25%		100%
Elementary Assistant-Interventionist	100%				100%
Elementary Assistant-Interventionist	100%				100%
Social Worker/Family Engagement Specialist	25%			75%	100%
Teacher Incentive Pay	100%				100%
Actual Costs	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total
Dean of Instruction	\$ 23,046.51	\$ 46,093.01	\$ 23,046.51	\$ -	
Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -	
Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -	
Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -	
Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -	
Social Worker/Family Engagement Specialist	\$ 21,201.19	\$ -	\$ -	\$ 63,603.58	
Teacher Incentive Pay	\$ 43,297.07	\$ -	\$ -	\$ -	
	\$ 282,761.47	\$ 88,421.59	\$ 65,375.08	\$ 63,603.58	\$ 500,161.72

The strategies above will be funded by SIG.

Benchmark:	Timeline:
<p>All teachers grades K-5 will review / learn /re-learn all content required for common core standards (done by grade level); ASD will course leaders assure that all teachers in the session understand the content and can use pedagogy appropriate to the content and grade level.</p> <p>All teachers will review and learn to use the STEP and curriculum by end of August Content Specialist will review and learn Fountas and</p>	<p>Initial training Summer 2013 Weekly meetings throughout the school year; content specialists meet with district and principal quarterly to review progress and determine teachers and address teacher needs.</p> <p>April 2013-August 2013</p>



Pinnell intervention curriculum by August	
Common grade level meetings led by Teacher Leaders to analyze data and student work to plan instruction for grade level common core content.	July 1, 2013- May 31, 2014 Initial session prior to August 1, 2013. Weekly meetings throughout the school year. Teacher leaders under the direction of a Dean leads grade-level and content team sessions. Alternate week sessions for each content teacher across grades.
Formative Instructional Practices and Tennessee Value Added Data Training. Data training will be connected to student work, learning targets and understanding and using data reports. It will be led by the Teacher leaders, and ASD regional staff.	Initial in-service: general data use training August. Sessions will occur throughout the year, including individual, small group and whole group sessions.
Utilize “MAPS” formative assessment which is aligned with the common core; train the staff on the administration and use of the data produced; administer quarterly formative assessments and use the data to determine tutoring and other needs.	Achievement Network: PD for staff Formative assessments administered quarterly
Conduct and analysis of time/scheduling, develop and institute Extended Day Learning opportunities for all students.  Hold 3-5 parent and community events to support increasing parent engagement	May-Sept: Revise schedule as appropriate to initiate Extended Day and learning sessions beginning June 1, 2013.  March 2013 –August 2013

### Transformation Model

#### School Name: Whitney Elementary

Rationale for selection of intervention model: Explain how the LEA will use the transformation intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.

The LEA will implement the Transformation model at Whitney Elementary School to strengthen teacher performance and improve student outcomes. Improving teacher practice through focused professional development designed to enhance teachers' knowledge and skills of how to use data to improve instruction is the primary focus of this model. To aid in this focus, the majority of the staff will be replaced and must apply if they wish to work at Whitney Achievement. As stated earlier, based on the analysis of the data, inclusive of parent and community feedback, the Achievement School District has selected the Transformation Model as the appropriate model for Whitney Achievement Elementary School. The Transformation Model requires a change in the school leadership and an intensive professional development to strengthen teachers' instructional skills. The needs analysis of each school suggests that there are inconsistent growth patterns which could result from inconsistent instructional practices by school staff, or lack of focus on data driven decision relative to using the multiple available data to inform instruction. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, earned autonomy based effective practice by well-trained and effective teachers will serve to drive school and student improvement.

If the LEA has begun in whole or in part a transformation intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the transformation requirements. Cite evidence of the impact of the model on the school to date.

**Not Applicable**-The Achievement School District will assume governance of Whitney Elementary beginning with the 2013-2014 school year. By the end of the three-year grant period, student achievement will have grown by a total of 25-30 percentage points from the 2011-2012 school years. In five years, Whitney Elementary school will attain a minimum Proficient/Advance performance rate of 55%, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.

Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.

Proficiency goals reflect the ASD's mission to move Whitney Elementary from the bottom 5% to the top 25% of schools in Tennessee based upon composite proficiency within 5 years. The ASD has set proficiency targets such that each school opening in SY 2013-14 will attain the following annual percentile rank based on 3-8 RLA and Math as well as grade 3 RLA:

2014:  $\geq$  5th percentile

2015:  $\geq$  25th percentile

2016:  $\geq$  50th percentile

2017: between 50th and 75th percentile

2018:  $\geq$  75th percentile

The ASD has set a minimum annual gain in proficiency of 8 percentage points across grades, subjects and subgroups. We make the assumption that proficiency across the state will increase by 12% over the next 6 years (linear increase assumed) and our proficiency targets reflect the estimated annual increase in the state's proficiency.

Overall:

1. Improve student proficiency in Reading and Math by 8-15% of students within each subgroup annually.

### **All Students**

2012 Performance: 18.7% of Whitney students scored Proficient or Advanced

2013 Projected Performance: The state school-level targets to reduce the percent of students scoring basic or below basic by 50% over 8 years. This results in a target increase in proficiency for Whitney from 2012 to 2013 of  $(100-18.7)/2/8=5.08\%$ . We assume that Whitney will attain this target in the year prior to becoming part of the ASD, resulting in 23.78% of students scoring proficient or advanced.

2014 Goal: 31.78% (8% Increase; estimated that TN 5<sup>th</sup> percentile will be 20.4% proficient) [If Whitney does not attain their target in 2013, an 8% target increase from the 2013 baseline will be set]

2015 Goal: 42.8% (11% Increase; estimated that TN 25<sup>th</sup> percentile will be 42.8% proficient)

2016 Goal: 55.8% (13% Increase; estimated that TN 50<sup>th</sup> percentile will be 55.8% proficient)

2017 Goal: 63.8% (8% Increase; estimated that TN 63<sup>rd</sup> percentile will be 62.6% proficient)

2018 Goal: 71.8% proficient (8% Increase; estimated that TN 75<sup>th</sup> percentile will be 69.4% proficient)

### **Subgroups**

Students with Disabilities, Economically Disadvantaged and African American subgroups will demonstrate a minimum of 6.3% gap closure when compared with the proficiency of the comparison group. Tennessee subgroup comparisons are as follows:

- SWD vs. Non-SWD
- ED vs. Non-ED
- Black vs. All Students

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for ( to be updated annually upon renewal of the grant)

The quarterly milestones for interim assessments for “all students” for SY2012 remain the responsibility of the current LEA, Memphis City Schools. Whitney Elementary will operate as an ASD Achievement school starting with the 2013-2014 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Whitney Elementary Achievement school will administer formative norm–referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration; the following targets are for Year 1 of operation based upon our estimates of the 2013 baseline.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>ANet: 24% of students showing mastery (based on projected 2013 performance; mastery is</i>	<i>ANet: 26% of students demonstrating mastery</i>	<i>ANet: 28% of students demonstrating mastery</i>	<i>ANet: 30% of students demonstrating mastery</i>	<i>Anet goal: 32% of students showing mastery</i>

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

Proficiency goals reflect the mission to move Whitney Elementary from the bottom 5% to the top 25% of schools in Tennessee based upon composite proficiency within 5 years. The ASD has set proficiency targets such that each school opening in SY 2013-14 will attain the following annual percentile rank based on 3-8 RLA and Math, grade 3 RLA and grade 7 Math TCAP:

2014:  $\geq$  5th percentile

2015:  $\geq$  25th percentile

2016:  $\geq$  50th percentile

2017: between 50th and 75th percentile

2018:  $\geq$  75th percentile

The ASD has set a minimum annual gain in proficiency of 8 percentage points across grades, subjects and subgroup. We make the assumption that proficiency across the state will increase by 12% over the next 6 years (linear increase assumed) and our proficiency targets reflect the estimated annual increase in the state’s proficiency.

**Overall:**

1. Improve student proficiency in Reading and Math by 8-15% of students within each subgroup annually.

**3-8 Math**

2012 Performance: 17.6% of Whitney students scored Proficient or Advanced

2013 Projected Performance: The state school-level targets to reduce the percent of students scoring basic or below basic by 50% over 8 years. This results in a target increase in proficiency for Whitney from 2012 to 2013 of  $(100-17.6)/2/8=5.15\%$ . We assume that Whitney will attain this target in the year prior to becoming part of the ASD, resulting in 22.75% of students scoring proficient or advanced.

2014 Goal: 30.75% (8% Increase; estimated that TN 5<sup>th</sup> percentile will be 17% proficient) [If Whitney does not attain their target in 2013, an 8% target increase from the 2013 baseline will be set)

2015 Goal: 40.2% (9.45% Increase; estimated that TN 25<sup>th</sup> percentile will be 40.2% proficient)

2016 Goal: 54.6% (14.4% Increase; estimated that TN 50<sup>th</sup> percentile will be 54.6%)

2017 Goal: 63.6% (8% Increase; estimated that TN 63<sup>rd</sup> percentile will be 62.2% proficient)

2018 Goal: 70.6% proficient (8% Increase; estimated that TN 75<sup>th</sup> percentile will be 69.8% proficient)

**Subgroups**

Students with Disabilities, Economically Disadvantaged and African American subgroups will demonstrate a minimum of 6.3% gap closure when compared with the proficiency of the comparison group. Tennessee subgroup comparisons are as follows:

- SWD vs. Non-SWD
- ED vs. Non-ED
- Black vs. All Students

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

The quarterly milestones for interim assessments for “all students” for SY2012 remain the responsibility of the current LEA, Memphis City Schools. Whitney Elementary will operate as an ASD Achievement school starting with the 2013-2014 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Whitney Elementary Achievement school will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration; the following targets are for Year 1 of operation based upon our estimates of the 2013 baseline

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>ANet: 23% of students showing mastery (based on projected 2013 performance; mastery is</i>	<i>ANet: 25% of students demonstrating mastery</i>	<i>ANet: 27% of students demonstrating mastery</i>	<i>ANet: 29% of students demonstrating mastery</i>	<i>Anet goal: 31% of students showing mastery</i>

Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)  TBD
<b>Requirements for the Transformation Model (LEA must implement actions 1-11.)</b>			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to <b>develop and increase teacher and school leader effectiveness</b>:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	The ASD facilitated its inaugural planning year principal (PYP) turnaround leadership development program for the last nine months. This program engaged turnaround leader candidates in research-based, experiential learning and planning opportunities in preparation for the PYPs to lead an ASD school in SY 2013-14. At the conclusion of the program, PYPs present campus design plans to ASD leadership, to engage them in a rigorous vetting and defense process. Effective February 2013, the ASD has selected one of these highly capable and thoroughly trained PYPs, Debra Broughton, to lead Whitney Achievement Elementary in SY 2013-14. Ms. Broughton has already begun to implement high-leverage, pre-school opening activities, including her most important hire: Dean of Instruction. The school's transformation under new leadership is well under way.	March 2013 –May 2015	Ash Solar, Chief Talent /Strategy Officer
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased	TN ASD schools believe in using evaluation to both measure the effectiveness of its teachers and drive professional growth and student achievement. The ASD schools use the state-approved Teacher Effectiveness Measure (TEM) evaluation system, which uses multiple measures to capture a teacher's effectiveness, including student growth and achievement, multiple observations	March 2013 –May 2015	Building Principal  Ash Solar, Chief Talent /Strategy Officer  Chris Barbic, Achievement School District Superintendent

<b>Transformation Model Requirements</b>  <b>LEA Design and Implementation of the Intervention Model for Each Year of Grant</b>	<b>Action Steps for Model Requirements.</b>  <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	<b>Implementation Timeline: March 2013-May 2015</b>	<b>Name and Position of Responsible Person(s)</b>  <b>TBD</b>
<p>high-school graduations rates</p> <p>b. Are designed and developed with teacher and principal involvement</p>	<p>of a teacher on a comprehensive rubric, professional growth, and stakeholder perceptions (using the TRIPOD student survey). All ASD evaluators far exceed the state minimum observation and feedback conference requirements, through frequent informal observations and feedback conversations.</p> <p>The ASD also uses teacher performance data generated by the TEM to strategically drive student achievement in the short- and long-term. In the short-term, TEM teacher performance data informs school- and district-provided teacher development opportunities, from group development sessions to more intensive coaching by a school leader. In the long-term, TEM data drive personnel decisions, including strategic retention of our highest-performing teachers, performance-based compensation and extending the reach of our most effective teachers and leaders.</p> <p>The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data,</p>		



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	<p>the school-wide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is based on observation and other metrics selected by the teacher in conjunction with the principal. The new evaluation process is the result of a year-long collaboration which engaged multiple stakeholders including LEA and school practitioners. The ASD will use the teachers' evaluation results as conducted by their current building principal as well as a rigorous interview process which includes the use of the on-line TeacherInsight survey. The TeacherInsight survey is a tool developed by Gallup, and it uses value-added scores to identify the talents of teachers whose students demonstrated the greatest gains. As a result, TeacherInsight is designed to identify teacher applicants whose students will achieve higher levels of success and ensure we are selecting the most effective educators possible to work in Whitney.</p> <p>If selected after review of survey results, the candidate participates in a phone interview. If the candidate has a successful phone interview, the candidate is asked to submit a video of him/her teaching. Using a rubric, we determine whether the candidate is eligible to participate in Teacher Selection Day. Teacher Selection Day consists of a series of activities led by three panels. Activities may include assessing data analysis ability, interactions with team members, interview with a school leader, and reactions to current events/issues in education. At the end of the event after candidates have left, each candidate's scores are tallied (rubric) and final</p>		

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	input is solicited in an open group from the panelists regarding each individual candidate. Finally, a pool of candidates is invited to conduct a sample lesson with students at one of our schools.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	The ASD will, through a gradual release approach, provide continual levels of autonomy to building level principals and teachers with demonstrated student achievement success. Further, the ASD will compensate teachers through a fair and equitable salary scale that does not minimize their contributions with specific monetary awards, but rather through respectful compensation for performance. The compensation model is based on student performance results and not on years of experience or advance degrees. The ASD will follow the state law relative to the evaluation of teachers, but will not hesitate to remove teachers who, after ample opportunity with support, fail to demonstrate success with students.	July 2013-June 2015  Monthly Review of student progress.	Building Principal  Ronnie Mackin, ASD Head of Schools  Ash Solar, Chief Talent /Strategy Officer  Chris Barbic, Achievement School District Superintendent
4. Provide staff with ongoing, high-quality, job-embedded professional development ( <i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	The ASD believes providing support to high quality teachers and school leaders will be the difference between success and failure for the Achievement Schools. Consequently, Achievement Schools will participate in the Teach Plus-T3 Initiative designed to create a cadre of teacher leaders within the school building.  Through this initiative, a critical mass, (25%) of the teachers at Whitney, representative of all grade levels and support areas, will be trained as teacher leaders by Teach Plus. The core group of teachers will receive training and ongoing support to lead their teams, in the	July 9, 2013-May 31, 2015  Weekly Team or Faculty Meetings  Bi-Monthly Content Team Meetings  Monthly Faculty Meeting	Building Principal  Ronnie Mackin, ASD Head of Schools  T3 Teacher Leaders underthe direction of a T3 Coach  Vendors as appropriate

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	<p>following: analyzing data, using student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute in June and continues throughout the school year. Each school will have a T3 coach dedicated to supporting the T3 teachers throughout the school year. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p> <p>The minimum qualifications to be a T3 Core teacher include: at least three years of teaching experience in a high poverty or urban school and a track record of effectiveness with students.</p>	Others as deemed necessary by school staff	<p>Other Designated School Staff</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	The T3 recruitment process is designed to attract effective, experienced teachers who are interested in taking on leadership roles and being part of a team of teachers in a low-performing school. T3 Core teachers will receive an annual stipend, a minimum of \$5,000.00, for their participation and extra requirements as a teacher leader.	<p>June 2013-May 2015</p> <p>Quarterly Milestone with pre- assessments in August and attainments of 8-10 percentage point growth for each student on subsequent assessments in: November 2013 February 2014 May 2014</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>TeachPlus</p>
A transformation model is one which the LEA <u>must</u> implement each of the following <b>comprehensive instructional reform strategies</b> .			
6. Use data to identify and implement an	Because the ASD believes providing support to high	July 2013 – May 2015	Building

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<p>instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p>	<p>quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools, a primary focus will be on schools instituting a very rigorous set of instructional strategies designed to address student needs. Whitney’s teachers will utilize and align the MAP data with the Strategic Teaching and Evaluation of Progress (STEP) Literacy Program to select prescriptive instructional strategies to aid in closing academic gaps in reading. With STEP, teachers define the pathway and track the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. STEP also enables teachers to implement a developmental approach to teaching reading, using evidence to inform instruction, and introduces prescriptive interventions based on that evidence. These instructional interventions are integrated during the literacy block. A hundred and twenty (120) minute Reading and Language Arts Instructional Design will incorporate the research findings from the National Reading Panel and the National Institute For Literacy (NIFL), and a ninety (90) minute uninterrupted instructional block for Math daily, will incorporate research from the National Council of Teachers of Math (NCTM), regarding effective instruction. This research and related resources are available to teachers through the Tennessee Department of Education’s Electronic Learning Center <a href="http://www.tnele.org">www.tnele.org</a> The engagement of the Teach Plus-T3 Initiative will allow teachers to implement a rigorous instructional program utilizing data and</p>		<p>Principal/Designee</p> <p>ASD Regional Superintendent/Designee</p> <p>ASD Regional Instructional Support Staff</p>

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	student work as anchors for improvement through weekly work sessions. Monthly vertical content team meetings will facilitate cross-grade planning and collaborative teaching opportunities.		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers at Whitney will participate in weekly collaborative planning sessions with their T3 Teacher Leader, and Data Coaches to review data and student work, design learning targets and instructional strategies and engage in the formative instructional practices necessary to address students' needs in individual, small and large group settings. Teachers will engage in the understanding and use of various classroom assessment techniques designed to determine the level of student learning on the immediate lessons taught, (e. g. exits slips, one minute summaries, etc.)	Weekly Monthly Quarterly	Building Principal  ASD Regional Superintendent/Designee  T3 Teacher Leaders under the direction of a T3 Coach Vendors as appropriate  Other Designated School Staff
<i>A transformation model is one which the LEA <b>must</b> implement each of the following strategies to <b>increase learning time and create community oriented schools.</b></i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	Whitney will implement a rigorous data-driven academic culture that is supported by a number of elements. The elements include uninterrupted 120-minute literacy and 90-minute math blocks, access to two math and reading intervention classes for every student, and a consistent focus on Common Core instructional expectations. These elements supported the instructional focus in all exemplary turn-around schools visited during 2012.  Based on literacy observations in exemplary schools across the country, 120 minute blocks yield dramatic academic gains. Whitney models these practices	Monthly: September 2013- May 2015, during school calendar year.	Building Level Principal  Dean Of Instruction  Dean Of Students  Building Teachers and Support Staff

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	beginning with data analysis, and a leveled reading curriculum. To increase learning time, Whitney will use a variety of settings such as uninterrupted instructional blocks, full model co-teaching, flexible grouping, individual support and literacy across the curriculum. This instruction- may include using literacy and writing strategies in other subjects, such as science and social studies so that reading, writing, and speaking fundamentals are deliberate components of all classes. Additionally, support and tutoring during and after school will be provided during extended school hours. Enrichment activities will include project exhibitions that integrate literacy, numeracy and presentation components.		
9. Provide ongoing mechanisms for family and community engagement	Whitney Elementary will employ a Family Liaison/Counselor to work as a liaison between families, communities and school to coordinate and support family and community engagement designed to increase student achievement. Further, an AmeriCorps*VISTA volunteer will be assigned to Whitney Elementary-full-time, to engage community and faith-based organizations in partnerships designed to support student achievement by meeting both academic and social- emotional needs of students and families..	Monthly: September 2013-May 2016, during school calendar year.	Building Level Principal  Family Liaison School/Counselor  AmeriCorps*VISTA Staff
<i>A transformation model is one which the LEA <b>must</b> implement each of the following strategies to <b>provide operational flexibility and sustained support.</b></i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school	All ASD schools will operate with an earned autonomy approach - based on increasing levels of student achievement. Autonomy encompasses four areas: 1) people – school based staff is selected and dismissed by school level leadership, 2) programs –	April 2013-May 2016  Quarterly Support Sessions	Ronnie Mackin, Head of Schools  Ash Solar, Chief Talent /Strategy Officer

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graduation rates	<p>both academic and co-curricular, 3) time – including the options of extended day, extended year, and Service Saturday, and 4) school-level budget control. In order to ensure this philosophy is aligned to the requirements of the Transformation Model, the school’s leadership team and staff will work with the ASD Head of Schools to further develop the specificity of the school’s instructional program as needed.</p> <p>All ASD school leaders will participate in a two-year School Turnaround Specialist Program offered by the University of Virginia (UVA). The program is a nationally recognized partnership between the UVA Curry School of Education and the Darden School of Business. This program’s focus is developing leadership skills critical to successful and sustainable turnarounds. This work is built in part on the research of Mass Insight which identifies successful, sustainable turnaround as being grounded in providing identified autonomies such as those outlined in the Transformation Model</p>		<p>Chris Barbic, Achievement School District Superintendent</p> <p>ASD Support Team</p> <p>University of Virginia-Darden School of Business</p> <p>University of Virginia – Curry School of Education</p>
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	The ASD Memphis and Nashville Support will continue to ensure each ASD school receives timely support and responses. The Memphis Support Office will continue to rapidly respond to ASD Achievement school needs. The Head of Schools along with varies ASD Directors will oversee the Memphis Support team and report directly to the ASD Superintendent. The ASD School Support Team in Nashville will continue to report to assigned Director and Chief. ASD schools	April- June 2013	<p>Chris Barbic, Achievement School District Superintendent &amp; Leadership Team</p> <p>ASD Support Team</p> <p>Bellwether Education Partners</p>



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	will have access to all of the same SEA resources afforded any other school in Tennessee.		
<b>Permissible Strategies for the Implementation of the Transformation Model</b>  <i>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to: (Strategies #12-26 are not required.)</i> <ul style="list-style-type: none"> <li><i>Develop and increase teacher and school leader effectiveness</i></li> <li><i>Provide comprehensive instructional reform strategies</i> <ul style="list-style-type: none"> <li><i>Increase learning time and create community oriented schools</i></li> <li><i>Provide operational flexibility and sustained support.</i></li> </ul> </li> </ul>			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	All ASD teachers will receive additional performance-based compensation based on student academic growth based on state and district AMO's. Teachers will not receive additional compensation based on seniority or the traditional step process.	July 2013	Ronnie Mackin, Head Of Schools  Ash Solar, Chief Talent /Strategy Officer  Building Level Principals
13. Instituting a system for measuring changes in instructional practices resulting from professional development	All ASD teachers will be evaluated utilizing the TEM evaluation instrument. Additionally, student mastery of skills from formative assessment data will serve as a tool to measure the effectiveness of instructional practices at all grade levels.	July 2013	Ronnie Mackin, Head Of Schools  Ash Solar, Chief Talent /Strategy Officer  Chief Financial Officer
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers in ASD schools will be employees of the ASD and are not subject to the existing collective bargaining contract in Memphis. There are no seniority obligations within the ASD because the Achievement School District is not obligated to offer tenure. From a human capital standpoint, ASD schools will operate much like a charter school. Additionally,	March-June 2013	Ronnie Mackin, Head Of Schools  Ash Solar, Chief Talent /Strategy Officer  Chris Barbic, Achievement



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	ASD schools will recruit, select, and retain only the highest quality staff members (those identified as Level 4 or 5 teachers). In the event, the ASD is forced to hire a teacher below Level 4 due to a lack of qualified applicants; the ASD will not place the teacher in a core content subject area. New teachers who fail to earn a score of 3+ in their first two years or experienced teachers who score less than a 3 on the evaluation system will be released from the ASD.		School District Superintendent  Building Level Principal
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	To conduct periodic reviews school leadership actions will include: <ul style="list-style-type: none"> <li>• Team meetings will be conducted twice weekly</li> <li>• Rigorous action based data driven cycles</li> <li>• Scheduled review and reteach time weekly</li> <li>• Modification of special education support to include more small group and pull out instruction</li> <li>• Coaching for teachers using the TEM rubric</li> </ul>	August 2013-May 2016	Building Level Principal  ASD Support Staff  ASD Portfolio Team
16. Implementing a school-wide “response-to-intervention” model	Implementation of RTI Intervention will: <ul style="list-style-type: none"> <li>• Provide high quality, research based instruction and interventions in general education</li> <li>• Monitor and measure student progress in response to the instruction and interventions</li> <li>• Utilize multi-step approaches related to impact instruction to struggling learners to measures of student progress</li> <li>• Utilize student progress to shape instruction and make educational decisions.</li> </ul>	August 2013-May 2016	Building Level Principal  ASD Support Staff  ASD Portfolio Team

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17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	The Teach Plus T3 initiative, Data Coaches and school leaders will engage all teachers in the process of effectively using data to improve student outcomes. Students with Disabilities and English Language Learners will be provided with a varied portfolio of learning opportunities which includes both inclusion and direct service as required by their Individual Education Plan (IEP) or 504 Plans. The school will include specialty teachers in the T3 initiative in order to provide for a comprehensive and cohesive approach to teaching and learning for all teachers and students. Professional development in co-instructional strategies, classroom management and procedures will also be provided to all teachers. This will allow teachers to share their strengths and knowledge with each other, for example, Special Education teachers who are adept at differentiating instruction, would share strategies with a general education teacher. In turn the general education teacher may share their in- depth knowledge of a content subject with a special education teacher who may be more of a generalist. This process builds internal capacity within the staff.	June 2013-May 2016  Weekly Monthly Quarterly	Building Level Principal  ASD Head of Schools/Instructional Support Staff  T3 Teacher Leaders under the direction of a T3 Coach  Battelle For Kids Data Coaches  Vendors as appropriate  Other Designated School Staff
18. Using and integrating technology-based supports and interventions as part of the instructional program	Whitney will integrate technology-based support and interventions into the instructional program based on student and teachers academic and non-academic needs as identified by the data. Technology support for learning will include, but not be limited to extended opportunities to students which may otherwise not be available because of personnel constraints, (e.g. foreign languages, tutoring, personal and social skills development, etc. Again, all ASD	June 2012-May 2015  Weekly Monthly Quarterly	Building Principal  ASD Head of Schools  ASD Data/IT Director  ASD Chief Operating Officer

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	<p>schools will operate with earned autonomy, support and accountability. Therefore each school leader and staff will further develop the specificity of the school's instructional program as needed to improve student outcomes.</p>		<p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Identified vendors as appropriate</p> <p>Other Designated School</p>
<p>19. In secondary schools--</p> <p>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-</p>	<p>A-C Not Applicable</p> <p>D-Whitney Elementary is a PreK-5 school. ASD schools will use comprehensive data to track leading indicators designed to optimize our student's opportunities for success in each grade. This will ensure each student receives the support needed to ultimately graduate from high school, college and become career-ready. Based on the research of EdTrust, graduation from high school begins in pre-kindergarten. The research from Robert Belfantz at Johns Hopkins on the Drop-out Factories indicates that potential high school dropouts can be identified as early as fourth grade by tracking academic and non-academic factors such as reading and math success, student attendance and behavior. The ASD will work to address these indicators early to ensure students stay on grade level and begin middle and high school on grade level.</p> <p>ASD schools will also focus on early identification as</p>	<p>June 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Head of Schools</p> <p>Battelle For Kids Data Coaches</p> <p>School Counselor</p> <p>Other Designated School Staff</p>

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<p>engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>an intervention with students through the addition of a second Pre-Kindergarten class at Whitney Elementary. The added Pre-K class is designed to serve all four year olds living in the school zone. This will increase the probability that Whitney Elementary students will enter Kindergarten ready to learn and decrease the achievement gaps among students in Kindergarten.</p>		
<p>20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>Whitney will engage with parents, families, community-based organizations and faith-based organizations through the work of a Family Engagement Coordinator and a full time AmeriCorps*VISTA Volunteer. The focus of this initiative will be to build sustainable partnerships that will meet the academic, social and emotional needs of students and families at Whitney Elementary.</p>	<p>July 2013-May 2016</p> <p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	<p>Building Principal</p> <p>ASD Head of Schools</p> <p>Battelle For Kids Data Coaches</p> <p>Parent Liaison/Counselor</p> <p>School Counselor</p> <p>Other Designated</p> <p>School Staff</p>
<p>21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<p>Whitney will engage students in additional learning opportunities by extending the learning time and opportunities for students beyond the current school day. The current school day at Whitney Elementary ends at 3:15 PM. Time will be added to the school day by the ASD. The school day will be extended to 8:00 to 4:30 p. m. This will extend the school day up to 1.5 hours daily. The ASD will offer multiple learning</p>	<p>June 2013-May 2015</p> <p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	<p>Building Principal</p> <p>ASD Head of Schools</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Battelle For Kids Data</p>

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	opportunities designed to meet academic and non-academic needs of our students. ASD Achievement schools will provide multiple learning opportunities for teachers during the extended school hours through flexible scheduling.		Coaches  Other Designated School
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Whitney will also use data to identify student behavior and will address student discipline through a school-wide behavior management program designed to help students take personal ownership and responsibility for their behavior. Successfully implementing this program will be critical to developing a top-notch school culture marked by mutual respect and acceptance between students and staff.	June 2013-May 2016  Weekly Monthly Quarterly	Building Principal  ASD Head of Schools  Parent Liaison/Counselor School Counselor  Other Designated School Staff
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	Whitney currently houses one voluntary Pre-K class to serve at-risk four year olds. Whitney elementary will establish an additional Pre-K class designed to serve all four year old students in the school zone regardless of status. The Kindergarten enrollment at Whitney Elementary more than doubles the Pre-K enrollment which identifies there is a population of four year olds in the community that do not currently have access to this Pre-K service.	July 2013-May 2016  Weekly Monthly Quarterly	Building Principal ASD Head of Schools ASD Support Teams  Parent Liaison/Counselor School Counselor  Other Designated School Staff
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	Whitney will be operating as an Achievement School within the newly-formed Achievement School District. The ASD Superintendent reports directly to the Commissioner of Education.	June 2013-May 2016  Weekly Monthly Quarterly	Legislation TCA. 49-1-416 established and authorized the Achievement School District as an entity of the Tennessee Department of Education, giving the

Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)  TBD
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A		
<p><b>Pre-Implementation Activities:</b> Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.</p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements. To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.</p> <p><b>Activity Categories with Sample Activities:</b>  <b>Family and Community Engagement:</b> <i>Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</i></p> <p><b>Rigorous Review of External Providers:</b> <i>Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</i></p> <p><b>Staffing:</b> <i>Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</i></p>			

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		TBD
<p><b>Instructional Programs:</b> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p><b>Professional Development and Support:</b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p><b>Preparation for Accountability Measures:</b> Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>			

**Pre-Implementation Activities:****Activity #1-** Teach Plus T3- Summer Institute

Goal: Improved Reading/Math

Participants: 25% of School Staff (9)

T3 staff salaries, benefits, national and local support: \$60, 323.50

Recruitment, selection, Summer Institute Training: Total Cost \$42,660.00 Cost- includes travel expense.

Total \$ 97,983.50

**Activity #2**

Common Core training and Curriculum Map Development Stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00

**Activity # 3**

The Development of the ASD Early Warning System and identification and acquisition of a Formative Assessment System, such as The Achievement Network

Total Cost: =\$35,000.00-

**Family and Community Engagement:**

After reviewing the Comprehensive Needs Assessment, ASD has identified that in previous years our schools lacked effective parental and community engagement. The previous parenting models and plans did not create successful partnerships that positively impact student achievement. The ASD is committed to providing full time staff and partnerships to engage parents and community and faith-based organizations; provide parent workshops before and after school; and create opportunities to support meaningful parent engagement during the school day. The ASD will allocate funds for materials to assist parents in supporting their children's academic needs. The ASDs parental and community engagement policy and plan are aligned with the Tennessee Parental Involvement Standards

**Rigorous Review of External Providers:**

ASD will continue their external monitoring support to external providers as it relates to School Improvement funds, additional federal funds, as well as BEP funds. The Achievement School District schools are making progress toward all prescribed goals, including local, state and federal leading indicators, ASD will benchmark against established goals using formative assessments. Formative assessments indicates balanced assessments indicative of daily, weekly, monthly and quarterly formal and informal assessments. The ASD will establish a data tracking system which includes early warning indicators and processes to enable teachers and schools to properly respond to student needs. School leaders will manage against the data continually reflecting and responding those questions of –what is it we want our students to know, how do we know they are learning it, and what are we doing when they are experiencing difficulties learning it? Teacher learning opportunities will be aligned with the needs of the students in response with these guiding questions.

**Staffing:**

The Achievement School District holds as a top priority the recruitment, selection, placement, development, and retention of top performing teachers, teacher leaders, and school leaders for each of its schools. Consequently, the ASD employs multiple strategies, working with a variety of teacher pipelines to recruit, retain and promote high performing teachers. The ASD believes that high quality teaching is essential to improving educational outcomes for students. To impact high quality teaching, a significant and unique approach is being implemented by the ASD with a partnership with The TeachPlus-T3 Initiative. Cadres of teacher leaders have strengthened their skills in the use of data, analyzing student work, creating instructional strategies and coaching. A T3 coach supports teacher leaders throughout the



year as they work with the remainder of the school staff to improve overall instructional practices of the staff. One of the constants in excellent schools is a high performing faculty. ASD understands that teachers are the most important school-based variable in student success. Therefore, we are committed to ensuring that every child has access to an excellent teacher by employing and developing individuals who possess the will and skill to teach like a champion. We employ and develop exemplary teachers through the following methods:

### **New teacher mentoring plan**

The new teacher mentoring plan supports new teachers in years 1-3. Principals and teachers from across the district identify the needs of new teachers by interviewing, observing and collecting new teacher performance data. Using data they collectively develop a mentoring support calendar. (Appendix R) Specific support is calendared starting at onboarding. The support team shares in the development, monitoring, and revision of the plan each year.

### **Specific professional development sessions**

Professional Development sessions will be determined from data collected from multiple sources. For example, observation debriefs, teacher performance, teacher requests, and district/school initiatives. Based on 2012-13 teacher leader performance, RAS planned new approaches for the TeachPlus partnership, an organization that supports teacher development. For example, TeachPlus coaching and development sessions focus on building T3 leader's in the area of planning, instructional coaching and adult leadership skills.

### **T3 Partnership**

The partnerships with Teach Plus to addresses the urgent need for effective, experienced teachers in urban classrooms. Collaboratively, we identify and develop results-oriented teachers transforming the profession to reward results. The partnership focuses on employing and developing effective teachers in the second stage of their careers (years 3 through 10) who want to continue classroom teaching while also expanding their impact as leaders in their schools and in national, state, and district policy.

### **Principal and Dean -Coaching the Coaches**

The coach the coach model will be implemented with T3 leaders once a week. Coaching focuses on developing their adaptive and interpersonal skills to more effectively coach teachers and lead adults. The Dean and Content Specialist provide additional coaching to build classroom management and content skills. The purpose of the coaching is to create understanding of the school's instructional approaches and culture. Coach the coach sessions' are included on the extended day rotational schedule.

### **Instructional Programs:**

To facilitate school and community improvements and provide students level transition experience, the ASD focuses on cluster feeder patterns of schools by operating all of its Achievement Schools within a single neighborhood feeder pattern. Investing in a single feeder pattern will better prepare students to transition from Pre-K through 12th grade by creating a high performing connection of schools within their neighborhoods.

Achievement Schools and ASD-authorized charters provide students differentiated, effective, and rigorous intervention to maximize student learning. These include:

- Extended Day – extended schedule, students have the opportunity to receive 2 hours of reading/language arts and 2 hours of mathematics each day.
- Saturday Tutorial School – extended learning by content level teachers to support the individual student area of needs in literacy and math.
- Reading, Math, and Writing Labs – technology based intervention to enrich and improve students' written expression, problem-solving and reading comprehension strategies.
- Interventionists – students have the opportunity to work one-on-one, small group, and utilize on-line intervention resources to improve mastery of literacy and math skills.
- Blended Learning Model – students are engaged in a research-based blended learning model. This model provides an individualized educational plan to close skill deficits in literacy and numeracy.
- STEM Program - students have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to the world's grand challenges.

### **Professional Development and Support:**

#### **Whitney Elementary School Professional Development Plan**

Rationale: ASD schools will continue to equip schools with newly staffed with a combination of new and veteran teachers working together for the first time and in a new more challenging environment, it is critical that appropriate support and guidance is provided to each of the ASD Achievement Schools. The primary and most important support ASD can and will provide for its school, are intensive efforts to attract, recruit, select, induct, develop, and retain high quality human capital for each it's of schools from local, state and national landscapes. Therefore, teacher pipelines for ASD schools will include both Teach for America (TFA) and the Teach Plus-T3 Initiative, in addition to the traditional Teacher Education programs from institutions of higher Education. Because each of these pipelines endorse different pedagogical principles and provide an established set of routines and structures to support its' teachers, the goal of the PD in the ASD school will be designed to acculturate all staff to a common set of systems and structures and expectations for the school to establish a high quality teaching and learning environment that will serve as an umbrella for their respective programs.

Culture and Climate: The new two Achievement Schools will engage in professional development initiatives already established by the ASD that are designed to set the stage for and build a high performing learning environment. The initial focus will be professional development designed to create a high performing teaching and learning culture. This initiative will engage the entire faculty and staff. Turning around schools will require a culture of collective responsibility and collective accountability.

Instructional Program: Each school leader and their respective Leadership Team will create an instructional program that will use research-based strategies such as structured ninety (90) minute Reading/Language Arts instructional blocks and sixty-seventy-five (75) minutes Math Instructional blocks designed to ensure student learning outcomes meet or exceed state standards. The school team, once in place, will provide the specificity of such professional development, in keeping with the ASD Theory of Action, autonomy, support and accountability. Science and Social Studies blocks in each school should include direct instruction, a minimum of ninety (90) minutes per week, as well as be integrated into the ninety (90) minute literacy block and 75 minute numeracy instructional blocks.

**ASD Heads of Schools, building principals, as well as support from ASD Portfolio Team will ensure that professional development expectations identified within application are evident and flourishing for teacher growth and training authentication.**

The ASD schools will implement the Tennessee State Standards/Common Core in reading/language art, math, science and social studies.

- Teams of Teachers (Teaching and Learning Teams) representative of each grade level and content from the three Achievement Schools will participate in all state sponsored training in the West Tennessee area.
- Working with ASD Support Instructional staff, these teams will work to create a Curriculum Map which is vertically aligned from K-8 in RLA, Math and Science. The teams, along with ASD Regional and State Instructional staff will provide training to all teachers in their respective schools.
- These teams will collaborate with the school leader and Leadership Team to create a PD plan which supports integrated teaching and learning across the curriculum with an emphasis on writing throughout the school year.
- Each school principal, T3 Teacher Leaders, Dean of Instruction and assigned Data Coach will participate in Formative Instructional Practice Training and Tennessee Value-Added Assessment Training prior to school opening and throughout the year.

The following is a skeletal framework of Professional Development and is provided as a preliminary list of activities, because ASD schools leaders will be provided guided autonomy for programming, time, staff, and budget per Mass Insight research as the school staffing is actualized. Each school staff will build out their PD calendar from this framework which is provided as minimum set of expectations for each school. The two key levers used throughout ASD schools as constants will be high quality school leaders and teachers and the use of data to drive improvement.

### **Preparation for Accountability Measures:**

To monitor and report student data the ASD engages in monthly collection of data from its schools. The Data/IT division develops school-level dashboards that are aligned with TDE dashboards to collect formative and summative data and leading indicators. All ASD schools administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing relative to each other and nationally. Additionally, ASD schools monitor standards-based formative assessments to benchmark quarterly. ASD schools also monitor standards-based formative assessments to benchmark progress quarterly. ASD staff conducts formal Quarterly School Improvement Plan implementation status sessions to monitor progress in schools. Information is shared with all stakeholders, including parents, students, staff, and community/business partners. Feedback is solicited from stakeholders relative to the appropriate type and levels of change needed to attain the established goals.